SUMMIT ACADEMY PERFORMANCE-BASED COMPENSATION PLAN 2008-09 School Year

Eligibility

All licensed educators at Summit Academy are eligible to participate in the Performance-Based Compensation Plan ("the Plan"). The teachers are required to be currently qualified in their teaching assignment in CACTUS and have all of their school-based assignments up-to-date.

Plan Criteria

Performance-Based compensation under the Plan will be awarded based on the following criteria:

- Summary of Individual Teacher classroom evaluations. The evaluations are done twice each year by the building administrator.
- Teacher Professional Development. Includes courses the teacher takes, sharing PD information with colleagues, progress on the E.Y.E. requirements, and progress on individual goals.
- Administrative Recommendation based on teacher's daily attendance, punctuality, morale, and positive influence on school culture.

The three criteria here should receive approximately equal weighting in determining a teacher's award under the plan.

Additional Criteria

In determining an educator's performance-based compensation under the Plan, the building administer may also consider one or more of the following factors as part of his/her Administrative Recommendation:

- Progress and performance on the educator's individual growth and development plan including responsiveness of educator to parent requests and input.
- Educator awareness and action in modifying instruction to meet the needs of each student through ability grouping, pacing, and differentiation of individual lessons.
- Assessment results for CRT, ITBS, DWA indicating student progress related to the educator's classroom instruction.

Performance Assessments

Each educator receives a classroom evaluation twice a year using Summit Academy's Faculty Observation/Evaluation form which is based on Summit's LEA Professional Development Plan. The Observation/Evaluation measures whether the educator is meeting standards in the four Domains of Planning and Preparation, Classroom Management, Instruction and Delivery, and Professional Educator. Each of the two classroom evaluations consists of a Pre-Observation Meeting between the

Educator and the Building Administrator, two separate classroom observations, and a Post-Observation Review of the Observation/Evaluation form.

Also, each educator is measured using a Teacher Evaluation Summary Report which addresses, in summary, the three criteria above which are used to apply the Plan.

Award Amounts

Each educator is eligible for performance-based compensation under the Plan, equal to 1.5% of the educators total yearly salary. The educator may receive any portion of the 1.5% depending on their performance on the Plan criteria.

Individual Performance

Any performance-based award to an Educator is based on the Educator's individual performance. Each Educator understands that their individual performance is directly related to the performance of colleagues, grade-level team members, and the school as a whole.

Appendix 1



Name:			Current Assignment:			
Status: First Year E.Y.E. Teacher		☐ Second Year E.Y.E. Teacher		☐ Third Year E.Y.E. Teacher		
☐ Permanent Teacher		☐ Intern Teacher		☐ Temporary Teacher		
School Year: 200 to 200	Grade Level/Subjects Taught:					
First Evaluation Date:	Second Evaluation Date:					
Summary of Evaluations:						
☐ Meets Standard ☐ Does Not Meet Standard						
Professional Development (Courses, Sharing, Licensing, E.Y.E. progress, Goal Progress):						
	☐ Meets Stand	dard	☐ Does Not Me	et Standard		
Administration Recommend	dations (Attend	ance, Punc	tuality, Morale, Positive Inf	fluence):		
[☐ Meets Star	ndard	☐ Does Not Me	eet Standard		

June 2008

Evaluator's Name/Title:	
Evaluator's Signature:	
Date:	

Appendix 2

Teacher Checklist for Interview

A. Pre-Observation Meeting (Choose two or three to work on)

During this interview you and your evaluator will discuss the following components of planning:

- *Rules and consequences for student conduct
- *Goals and objectives for your desired learning outcomes for one subject (scope and sequence)
- *Activities used to reach the objectives for goals from the scope and sequence mentioned above
- *Ways in which you measure student progress toward meeting the objectives and goals from one subject
- *How you give students feedback on their progress
- *Your records of assessments of student progress
- *Ways in which you accommodate for different student abilities and needs
- *Activities you use which allow students to manage their own learning
- *How you prepare for substitutes

B. Checklist of Materials You Will Need for the Post Observation (**Choose two or three to work on**)

- 1. A copy of the rules and consequences for one class (a poster, a disclosure statement, a lesson plan for teaching rules and consequences)
- 2. A scope and sequence of the goals and learning objectives for **one class or subject area** (**one lesson**)
- 3. Copies of materials that show **three different types of activities** that correspond to a goal from the scope and sequence you present. These may be lesson plans, worksheets, sample products, etc.
- 4. Copies of materials that show **three different ways** in which you assess student progress toward meeting goals and objectives for one subject during a grading period. This may include assignments, student projects or presentations, quizzes, precision teaching charts. Choose assessments that include feedback.
- 5. A copy of a completed home note, postcard, phone log with a date, name reason for call, etc. that shows your communication with a parent about **positive performance** by a student.
- 6. A copy of a completed note, postcard, progress report, phone log with a date, name and reason for call, etc. that shows communication with a parent about a **possible problem** with a student.

Appendix 3

Teacher Evaluation Summary Report

Name:		Current Assignment:				
Status: First Year E.Y	 ′.E. Teacher ☐ Sec	ond Year E.Y.E. Teacher	☐ Third Year E.Y.E. Teacher			
☐ Permanent Teacher ☐ Inte		tern Teacher	☐ Temporary Teacher			
School Year: 200 to 200	Grade Level/Subjects Taught:					
First Evaluation Date:	Second Evaluation Date:					
Summary of Evaluations:						
☐ Meets Standard ☐ Does Not Meet Standard						
Professional Development (Courses, Sharing, Licensing, E.Y.E. progress, Goal Progress):						
☐ Meets Standard ☐ Does Not Meet Standard						
Administration Recommendations (Attendance, Punctuality, Morale, Positive Influence):						
	☐ Meets Standard	☐ Does Not M	eet Standard			
Evaluator's Name/Title:						
Evaluator's Signature:						
Date:						